

**STUDENTS' SPEAKING PROBLEMS IN ENGLISH  
PRESENTATION**

**AN ARTICLE**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
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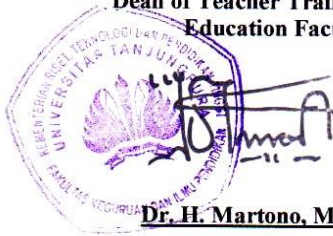
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# STUDENTS' SPEAKING PROBLEMS IN ENGLISH PRESENTATION

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**Abstrack:** This research focuses on the students' speaking problems in presentation of sixth semester students of English Education Study Program of Teacher Training and Education faculty, Tanjungpura University in academic year 2015/2016 both linguistic and nonlinguistic problems. The purpose of this research is to find out the most dominant and least problem faced by the sixth semester students in their presentation. This research used Descriptive method. The population of this research is sixth semester students of English education study program of Teacher Training and Education Faculty, Tanjungpura University class A and B. Sample taken from class A involved 38 students. The writer used questionnaire as the tools of data collection. The finding showed that the most dominant problem faced by the students in doing the presentation is vocabulary (18.94%), and the least problem in doing the presentation is fear of making mistake (15%). The other problems are lack of confident (17.23%), grammar (16.57%), and pronunciation (15.52%).

**Keyword:** *Speaking Problems, Linguistic Problems, Nonlinguistic Problems, Presentation.*

**Abstrak:** Fokus penelitian ini adalah untuk mengetahui masalah berbicara pada mahasiswa semester enam jurusan Bahasa Inggris FKIP Untan tahun ajaran 2015/2016. Masalah berbicara yang dimaksudkan termasuk masalah linguistik dan non linguistik. Penelitian ini bertujuan untuk mencari tahu masalah yang paling sering (dominan) dan yang paling sedikit dihadapi oleh mahasiswa semester enam saat presentasi. Penelitian ini menggunakan metode deskriptif. Populasi diambil dari mahasiswa semester enam jurusan bahasa Inggris FKIP Untan kelas A dan B. Sampel diambil dari kelas A sebanyak 38 orang. Penulis menggunakan questioner sebagai alat pengumpul data. Hasil pebelitian menunjukkan bahwa masalah yang paling sering dihadapi oleh mahasiswa selama presentasi adalah masalah kosakata (18, 94%), dan masalah yang paling sedikit dihadapi mahasiswa selama presentasi adalah takut membuat kesalahan (15%). Masalah lain yang dihadapi mahasiswa selama presentasi yaitu kurang percaya diri (17,23%), tata bahasa (16, 95%) dan pengucapan (15, 52%).

**Kata Kunci:** *Masalah Berbicara, Masalah Linguistik, Masalah Nonlinguistik, Presentasi.*

In learning foreign language like English, speaking is one of the skills that need to be mastered by students in order to be able to have good communication with others. Speaking is considered as a necessary skill, because it plays essential role in facilitating students in mastering English. It helps students to express themselves better when speaking. According to Mc Donough and Shaw (2002:126) “in many contexts, speaking is often the skill upon which a person is judged at face value”. Which means, people may often judge our language competence from our speaking skill rather than other language skills.

In communication, speaking is a way to share our ideas, feeling, thoughts, and opinion, to give information and message to others. Sharing the ideas, opinion, thoughts, message and information would not happen in only one way, but it must happen in two ways. There must be a speaker and listener to get an interactive communication.

In learning English, speaking is the most important skill, because it is one of the ability to carry out conversation on language. Speaking is an interactive process of constructing meaning, receiving and processing information. In fact, speaking is considered difficult to apply compared to other skills. As a matter of fact, there are many students who had learnt English from Junior High school until high school even university still find it difficult to express their idea in oral form. They can read or write better, but face some difficulties in speaking either caused by linguistic problems or nonlinguistic problems.

There are several problems that students faced in speaking. First, it is related to students' condition who are lack of vocabulary that will make them hard to say word during class and also makes them not confident to speak English. Second, some of those students are not confident to speak English because fear of making mistake. Some of them are afraid because of their pronunciation is not as good as native speaker. Third, the students speak more with their first language or their mother tongue.

Horwitz's conceptualization of speaking problem in Asman (2011), explained that communication apprehension as an individual's level of problems associated with either real or anticipated communication with other persons. This feeling vary greatly from person to person, and situation to situation. Horwitz explained six factors that contribute to speaking problems, they are classified into two linguistic and nonlinguistic problems. Linguistic problems are divided into three called lack of vocabulary, pronunciation, and grammar. Nonlinguistic problems also classified into three called fear of making mistake, lack of confident, and apprehension of other evaluation.

Based on the linguistic's perspective, in linguistic problem there are three factors that contribute to students speaking problems, they are: grammar, vocabulary and pronunciation. The linguistic problems includes all of the difficulties found in the target language itself encountered by student who is studying the language.

Another factor comes from psychological or nonlinguistic problems called: Lack of confident and fear of making mistake. Horwitz et al (1986:127) claim that “the psychological component contributes at least as much and often more to language learning than the linguistic aspect”. Which is mean that psychological aspect is related to output process in communication, the students with high or strong affective filters will not be receptive to language input or will have difficulty in processing it.

Lack of confident is a kind of feeling where the students attribute their unwillingness to participate in every class presentation and discussion. They tend to speak the easiest word when speaking. The interference of this feeling could contribute negatively in students speaking performance, or presentation. This negative thought adversely affect the students

ability to take advantage of learning opportunities, affecting students' ability to see themselves as successful learners. It is a complex feeling appraisal concerning the potential and perceived threats inherent in certain situation.

Fear of making mistakes is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of automatic nervous system. It is tendency on part of some people try to avoid, and even fear communicating orally. The existence of this feeling is perceived intuitively by the students. Those factors are considered contribute as debilitate factors to students speaking ability. Speaking problems or communication apprehension obviously plays large role in foreign language learning. People who are apprehensive speaking are likely to be even more trouble when doing so.

As a matter of fact, there are many students who have learned English for many years, but still have many difficulties in speaking. Based on the writer experience, communicating in speaking English with classmate is so much hard and pressure, moreover to deliver a presentation in front of class with many audiences. In their daily communication, students tended to speak with their mother tongue than English. When the students uses English in their conversation, in the beginning of the conversation everything is run well, but it will hard if the conversation goes longer. Since they usually have to think about what vocabulary to be used, what tenses must be applied, and what sentences must be said.

The above difficulties are also experienced by the researcher and sixth semester students of English study program. Based on the researcher observation toward the subject taken by those students, during their presentation they experiences difficulty in asking and answering question, and explaining the material. From this consideration, the researcher focuses her study to the sixth semester students of regular B as the subject of research. The reason of choosing these students as a subject of research refers to the researcher experiences. During the presentation session there were many students of English students still tend to use their first language during presentation, where as an English study program students they supposed to use English in their conversation or presentation.

Based on the explanation above, it is important to conduct a study about speaking problems. In order to find out students speaking problems from both linguistic and nonlinguistic perspectives, the researcher will conducted a research about students speaking problems in presentation to the sixth semester students of English Regular B of English Language Education Study Program, Teacher Traning and Education Faculty in academic years 2015/2016.

## **METHOD**

This research is designed to find out the most dominant and the least speaking problems faced by sixth semester students during the presentation. It is a Descriptive research. It is applies descriptive method, to describe particular phenomenon the nature of the situation as it is exists at the time of the study and to explore the causes of particular phenomenon (Jefferies, 2004).

In addition, Jackson (2008, p. 98) refers the descriptive research method to simply observing a behavior. Observation involves description at its most basic level.

Roger (2004) states that population is any set of people or event from which the sample is selected and to which the study result will generalize. The population of this research is the sixth semester students of English study program. There are two classes from

6<sup>th</sup> semester students of English Department with the total numbers of population of this research are 75 students.

The sample of this research is sixth semester student of English language Education study Program in academic year 2015/2016. Roger (2004), defines sample as a group of people or event drawn from population. The sample of this research taken from 6<sup>th</sup> semester students of English department class A involved 38 students

The data were collected using closed (restricted form) questionnaire. James (2007) explained that Closed or restricted form called for “yes” or “no” answer, short response, or item checking, is fairly easy to interpret, tabulate, and summarize.

The questionnaire consists of 20 questions which consist of five factors that contribute to students’ speaking problems. Each factor has four questions. Each item point is 5, the score of one factor can be 4 items of questions X 5 points = 20 points. It means five factors 100 points. The specifications of the questions can be seen in Table 1.

**Table 1**  
**Table of Specification**

Factors	Items No.	Total
<b>Linguistic</b>		
Vocabulary	1, 2, 3, 4	20
Grammar	5, 6, 7, 8	20
Pronunciation	9, 10, 11, 12	20
<b>Nonlinguistic</b>		
Fear of making mistake	13, 14, 15, 16	20
Lack of Confident	17, 18, 19, 20	20
Total		100

The data collected from the whole respondents are analyzed by counting the percentage of each individual answer to the questionnaire.

In order to determine the percentage of students’ answers to the questionnaires the following formula is applied:

$$Percentage = \frac{M}{\sum M} \times 100\%$$

Legends:

$$Me = \frac{\sum X}{N}$$

M = mean of each factor

$\sum M$  = sum of means

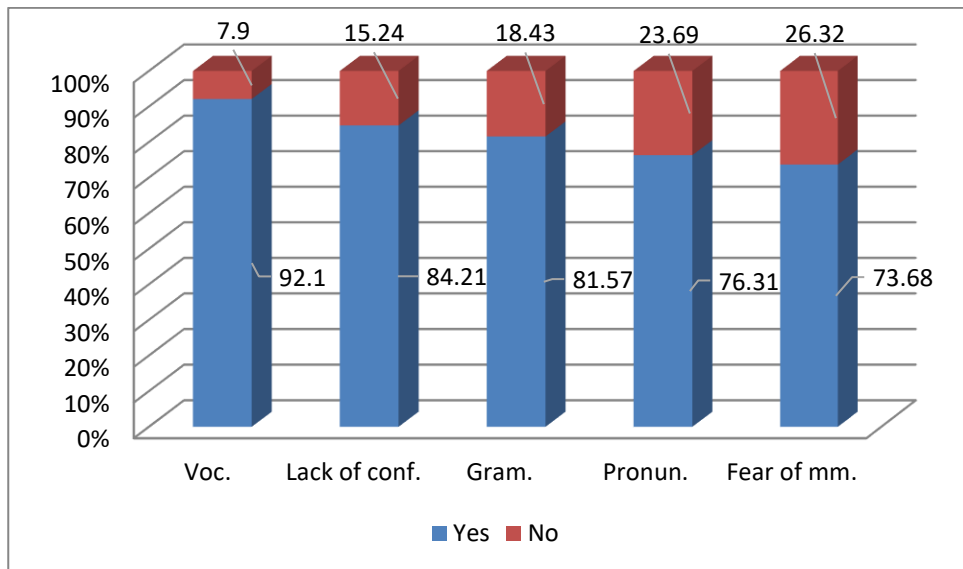
$\sum X$  = sum of scores

N = the number of scores

## FINDINGS AND DISSCUSSION

### Findings

After the questionnaires were collected, the data were tabulated. The most dominant and the least speaking problems faced by sixth semester students during the presentation were shown in chart 1.



**Cart 1**

### Frequency of Students Response For Each Factor in The Questionnaire

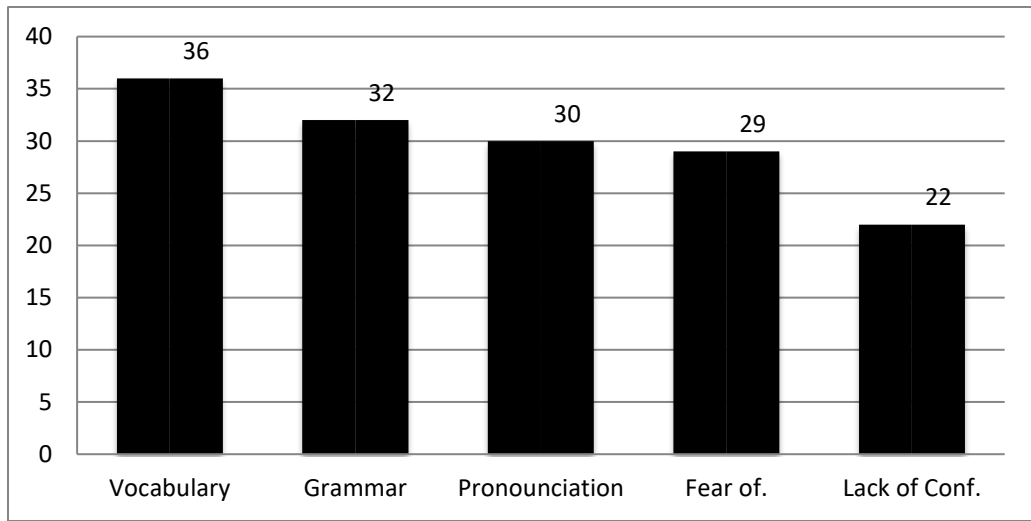
This chart showed the answer of “yes & No”questionnaire. The result showed most of students believed that vocabulary as the most dominant problems and the least speaking problems is fear of making mistake.

**Table 2**  
**The MeanScore and Percentage of Each Factor**

	Item Number	The Students' Respond Options			Mean		Percentage	
		Yes	No	Ab.	Yes	No	Yes	No
<b>Vocabulary</b>	<b>1</b>	<b>37</b>	<b>1</b>		<b>36</b>	<b>2</b>	<b>18,</b>	<b>0,</b>
	<b>2</b>	<b>36</b>	<b>2</b>					
	<b>3</b>	<b>36</b>	<b>2</b>					
	<b>4</b>	<b>35</b>	<b>2</b>	<b>1</b>				
<b>Grammar</b>	<b>5</b>	<b>32</b>	<b>6</b>		<b>32</b>	<b>7</b>	<b>16,</b>	<b>3,</b>
	<b>6</b>	<b>26</b>	<b>12</b>					
	<b>7</b>	<b>33</b>	<b>5</b>					
	<b>8</b>	<b>35</b>	<b>3</b>					
<b>Pronunciation</b>	<b>9</b>	<b>28</b>	<b>10</b>		<b>30</b>	<b>9</b>	<b>15,</b>	<b>4,</b>
	<b>10</b>	<b>30</b>	<b>8</b>					
	<b>11</b>	<b>31</b>	<b>7</b>					
	<b>12</b>	<b>29</b>	<b>9</b>					
<b>Fear of making mistake</b>	<b>13</b>	<b>35</b>	<b>3</b>		<b>29</b>	<b>9</b>	<b>15%</b>	<b>4,</b>
	<b>14</b>	<b>27</b>	<b>10</b>	<b>1</b>				
	<b>15</b>	<b>23</b>	<b>15</b>					
	<b>16</b>	<b>29</b>	<b>9</b>					
<b>Lack of confident</b>	<b>17</b>	<b>29</b>	<b>9</b>		<b>33</b>	<b>5</b>	<b>17,</b>	<b>2,</b>
	<b>18</b>	<b>36</b>	<b>2</b>					
	<b>19</b>	<b>34</b>	<b>4</b>					
	<b>20</b>	<b>32</b>	<b>6</b>					
<b>Total</b>		<b>633</b>	<b>123</b>	<b>2</b>	<b>99,9%</b>		<b>99,9%</b>	

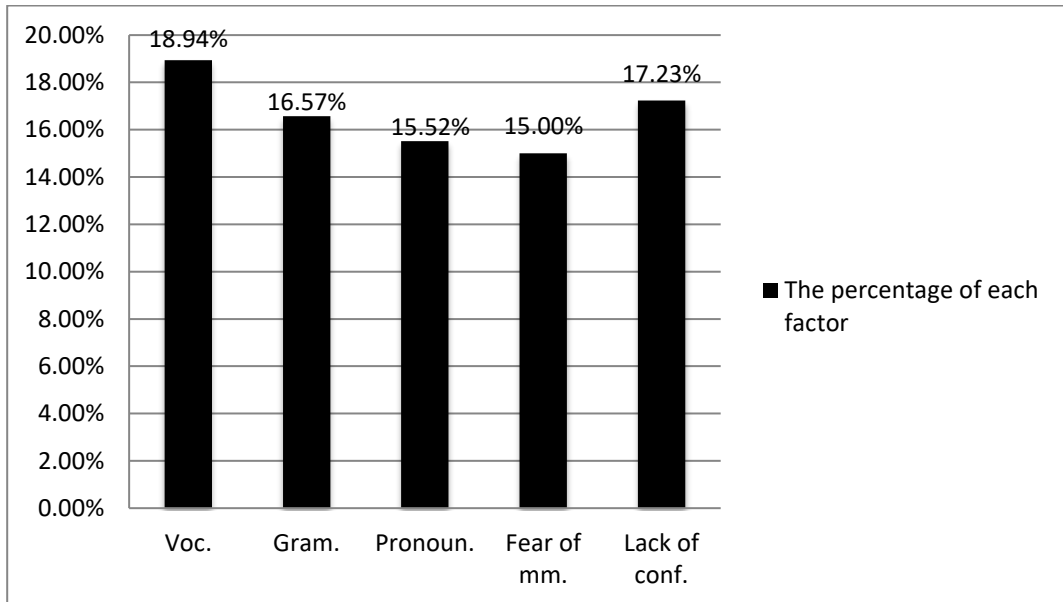
The table shows the mean scores and percentages of each factor, and students' answer of each item. The table it is shows that Vocabulary has the highest percentage (18.94%) followed by Lack of confident (17.23%), Grammar (16.56%), Pronunciation (15.52%), and the lowest percentage is Fear of making mistake (15%). The mean score and percentage of each factor can be seen by the figures below





**Chart 2**  
**The Mean Score of Each Factor**

This chart shows the mean score of students speaking problems. The mean score of vocabulary is 36, grammar is 32, pronunciation is 30, fear of making mistake is 29, and lack of confident is 33.



**Chart 3**  
**The Percentage of Each Factor**

This chart shows the percentage of each factor. The percentage of vocabulary is 18.94%, grammar is 16.57%, pronunciation is 15.52%, fear of making mistake is 15%, and lack of confident is 17, 23%.

## **Discussion**

This study is set to find out the most dominant and least speaking problems faced by 6th semester students of English study program. There were 38 students involved in this research. Data were taken from administering the questionnaire to investigate the speaking problems.

There were five factors derived from linguistics and nonlinguistics perspectives. All of these five factors were included in questionnaire and observation checklist, and based on the finding, the students experiences difficulty toward those five factors with different degree among each students.

The data showed that the most dominant speaking problems faced by sixth semester student of English Education Study program in academic year 2015/2016 is vocabulary. There were 36 (18, 94%) students were agreed that vocabulary is one of the factors that contribute to speaking problems. Most of them ever experienced that they do not have exact word to express their idea when speaking English.

The least speaking problems faced by sixth semester student of English Education Study program in academic year 2015/2016 is fear of making mistake. Based on the research finding 29 (15%) students got difficulty toward fear of making mistake. Most of them felt worry about making mistake when speaking, felt embarrassed and afraid when speaking with friends, felt afraid that their friend will laugh when they making mistake, and felt under pressure when they speak. In addition, in order to avoid making mistake, some students speak in their mother tongue during their presentation. Fear of making mistake might be caused by other factor, that's why Brown (2001) suggested that it was teacher's responsibility to help the students build their confident to speak by creating the environment which support them to speak.

Another problems faced by sixth semester student of English Education Study program in academic year 2015/2016 are grammar, pronunciation, and lack of confident. In grammar, there were 32 (16, 57%) students experienced difficulty dealing with grammar when speaking English. They ever felt confused when they are speaking English because they are not sure which tenses to use, they ever felt difficult to follow all rules in using grammar when speaking English, they ever felt confused in using modal, idiomatic usage, and article when they are speaking English, and it makes them believe that grammar makes it complicated in speaking English.

In pronunciation, there were 32 (16, 57%) students who have problems with pronunciation vowel and consonant phonemes, syllable structure, and word stress. Based on this finding, it showed that pronunciation contributes to their speaking problems. In addition, problem that makes students' speaking ability not really good is that most of them difficult to pronounce words clearly which makes the word stress changes.

The last problems faced by sixth semester student of English Education Study program in academic year 2015/2016 is lack of confident. Based on the students' responses gathered in questionnaire there were 33 (17, 23%) students experienced difficulty toward this factor. Most of the students ever felt that the other students speak better than them when speaking English. They experienced that they are not confident to speak English with others. They also

ever experienced that they were not quite sure of their ability when speaking, and they also ever felt that they were not confident to participate in speaking English. This factor contributed highly to the students' problems in speaking. The existence of this factor has negative and detrimental effects on the students' ability in speaking English.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

Based on the finding, the most dominant problem faced by sixth semester students is vocabulary. Their lack of vocabulary make them didn't have the exact word to express their idea, and it makes them felt uncomfortable to speak English. Moreover, in the field, the writer found that most of the students tend to speak more in their mother tongue than English. This habit makes them even more struggle to speak English because they are too comfort with their mother tongue.

The least problem faced by sixth semester students is fear of making mistake. The students' habit that tend to speak more in their mother tongue than English and because of vocabulary problem is two of the reasons that makes them felt worry about making mistake during the presentation.

The other problems are lack of confident problems, grammar, and pronunciation. Lack of confident is the second highest problems faced by students, grammar as the third highest problem, and followed by pronunciation as the last highest problem.

### **Suggestion**

Based on the result of the research, the researcher gives some suggestions as: (a) Since the sample of this research is sixth semester students of English language learners, to overcome their speaking problems, it would be better if they make speaking English as a habit to develop their ability in using English as a means of communication rather than a subject in which their struggling. (b) Considering that students' problem in speaking caused by the factors that derived from both linguistic and nonlinguistic aspects, awareness might be the first step in habituating speaking English. Since they are foreign language learners, they should gained awareness that speaking English is very essential, and in demanded to speak fluently and accurately toward the target language they should realize that the problems they face today might be faced by other students too. (c) The result of the students' presentation reflected by their preparation. Students should be aware that preparation is needed by all of the students in delivering presentation. It is because if they prepare well, and practice a lot before presentation it would help even makes them feel comfortable and increase their confidence when they delivered their material. (d) Since this research has observed students of English study program as the sample, in order to see whether the result obtain is similar, there is a need to replication of the study for the different sample population. Further research could include the students from different background, different type of class, and different semester such as fourth or fifth semester students of English education study program.

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